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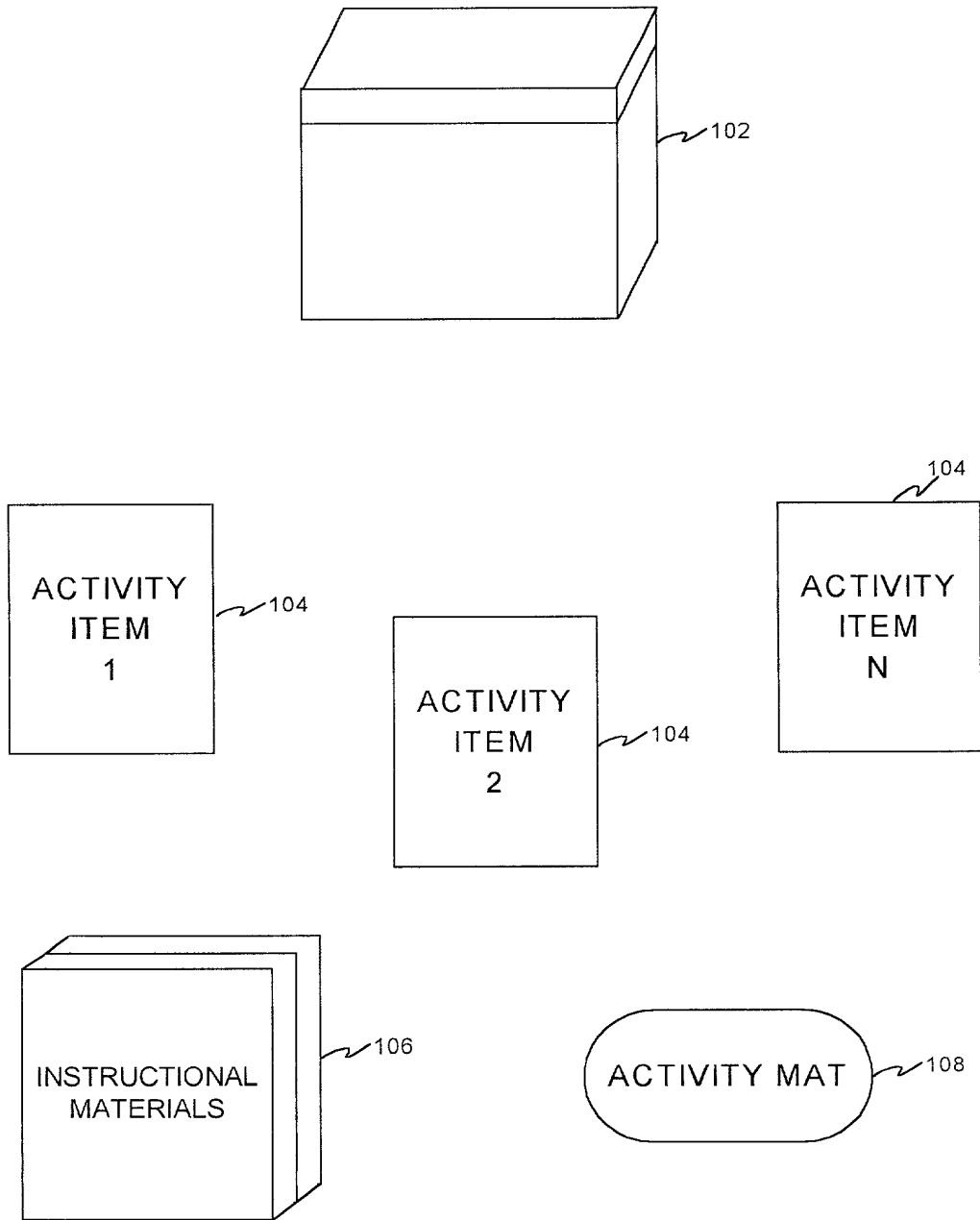


FIG. 1

200 **ACTIVITY CARD** 204 APPROX. AGE

202 STAGE OF CHILD
[BOX NUMBER]

206 ASPECT OF BRAIN DEVELOPMENT
& TOPIC
208 [KIND OF ACTIVITY]

210 GENERAL REMARKS
[MATERIALS NEEDED]

212 DIRECTIONS

214 EXTENSIONS & VARIATIONS

216 BRAIN LINK

SCHOOL LINK 218

FIG. 2

	SECURITY	TOUCH	VISION
ATTENTION	Routines Consistency Eye contact Focus on face TV off Specific time for activities Quiet place Rituals	Touching child's shoulder (to direct attention) Standing close to child Hugs Textures Massage Playing hand games Pointing in a book Cuddling while reading	Pointing and directing Activity mat Bright colors Tracking objects Puzzles Eye contact Peek-a-boo Baby talk ("Parentese") Facial expressions Eye level discussion "Watch me"
BONDING	Hugs Holding/touching Food-eating Being Responsive Rituals	Rubbing back Stroking head Holding on lap Massage Holding hands Cuddling Writing on back Dancing	Direct eye contact Smiles Baby talk ("Parentese") Face-to-face
COMMUNICATION	Promise of return "I love you" Touching and singing Reading books	Snuggling Holding, squeezing Safety and trust Describing words Feeling words "Look at me"	Pointing and naming Same/different Baby talk ("Parentese") Facial Expressions Reading to child Eye level communication

FIG. 3A

	PLAY	SOUND
ATTENTION	Bright colors Activity Mat Interactive Modeling Rituals Finger plays Activities "Watch me"	Talking/singing Musical toys Whispering Music Rituals Dancing with child Learning a song Nursery rhymes Voice variations Music as signal
BONDING	True play Rituals Going to the park Play time Undivided attention	Humming Singing Laughter Dancing with child Sharing enjoyment of music Holding child on lap while reading a story
COMMUNICATION	Kissing Loving "Parentese" Listening activities Rituals	"Parentese" Singing Reading Finger plays Learning songs, nursery rhymes

FIG. 3B

Age & Stage	Security	Touch
Infant (0-6 mos. & beyond)	Mirroring Facial Expressions; Holding & Shaking Rattle; Listening & Interacting with Book	Enjoying a massage; Playing with feet; Listening & Interacting with Book; Playing with Ball
Baby (6-18 mos. & beyond)	Sharing Family Photo Album; Reading Books	Stacking Blocks; Scoop & Fill
Toddler (18 mos. to 3 yrs. & beyond)	Reading Interactive Books	Experimenting with Water; Sequencing Snap-Lock Beads
Preschooler (3-6 yrs. & beyond)	Identifying Family Members; Reading a Variety of Books; Discussing & Playing with Activity Mat; Setting a Table	Puzzles; Treasure Hunting; Sweeping & Scissor Cutting; Drawing & Writing-Scribble; Telling Stories; Tracing Tactile Letters & Saying Sounds of Letters; Trace & Write Letters/Numbers

FIG 4A

Age & Stage	Vision	Play	Sound
Infant (0-6 mos. & beyond)	Playing with Links; Identifying & Describing Clothes; Listening & Interacting with Books	Communicating & Playing with Puppet	Listening to CD; Exploring Sound with Toys; Listening & Interacting with Books
Baby (6-18 mos. & beyond)	Matching Objects by Color; Reading Interactive Book; Stacking Tower	Communicating & Playing with Puppet	Reading Interactive Books; Listening, Saying & Singing Rhymes & Songs
Toddler (18 mos. to 3 yrs. & beyond)	Sort by Color or Shape; Matching 2-Piece Picture/Word Puzzles	Communicating & Playing with Puppet	Listening & Talking on the Phone; Listening & Interacting with Books
Preschooler (3-6 yrs. & beyond)	Reading Environmental Print; Lacing & Tracing Animals; Elementary Math Concepts; Recognizing Numbers & Counting; Using Moveable Alphabet to Find Letters & Make Words	Communicating & Playing with Puppet	Identifying Sounds; Reading & Singing; Matching Words with Pictures; Playing Keyboard & Singing; Identifying & Matching Beginning Sounds, Letters & Words; Matching Alphabet/ Picture/Word Puzzles; Reading Environmental Print

FIG 4B

INFANT

0-6 MONTHS AND BEYOND

VISION

ACTIVITY: READING INTERACTIVE BOOKS

MATERIALS NEEDED: RED, BLACK & WHITE FUN LINKS; A BOOK

GENERAL REMARKS: NEWBORNS CAN SEE FROM BIRTH, BUT THEIR VISION IS NOT FULLY DEVELOPED. UNTIL YOUR INFANT IS APPROXIMATELY 6 MONTHS OF AGE, HE/SHE WILL RESPOND BEST TO BOLD, CONTRASTING COLORS AND GRAPHICS. THAT IS WHY IT IS IMPORTANT TO PROVIDE YOUR BABY WITH TOYS THAT FEATURE THE VISUAL EXTREMES OF BLACK, WHITE, AND RED. THESE HIGH CONTRAST COLORS WILL CAPTIVATE AND HELP HOLD YOUR BABY'S ATTENTION.

DIRECTIONS: PLACE YOUR BABY IN YOUR LAP ON HER/HIS BACK. HOLD A CHAIN OF A FEW LINKS 8" TO 12" ABOVE YOUR BABY'S HEAD AND SHAKE IT UP AND DOWN OR FROM SIDE TO SIDE. WHEN YOUR BABY REACHES FOR THE LINKS, PUT THEM IN HIS/HER GRASP. AS BABY GRASPS, PULLS, AND PLAYS WITH THE TEXTURED LINKS, TALK TO YOUR BABY USING *PARENTESE* (E.G., VERY SLOW, EXPRESSIVE "BABY TALK").

FOR INSTANCE, SAY: "LOOK AT THE RRRED, BLAAACK, AND WHIIITE LINKS." CONTINUE TALKING WHILE INTERACTING WITH YOUR BABY.

AFTER CONNECTING SEVERAL LINKS TO YOUR BABY'S CRIB, CAR SEAT, STROLLER, OR HIGH CHAIR, WATCH YOUR BABY AS HE/SHE ATTEMPTS TO GRASP, PULL, AND PLAY WITH THE LINKS. WHILE PLAYING, ENJOY LAUGHING AND TALKING TOGETHER. WHEN THE BABY GETS OLDER, THESE SAME KINDS OF LINKS CAN BE MANIPULATED BY THE CHILD TO LINK AND UNLINK TO FORM NEW PATTERNS.

CAUTION: DO NOT CONNECT LINKS ACROSS CRIB OR PLAYPEN. FORMING A CHAIN OF MORE THAN 12 INCHES LONG CAN POSE A CHOKING HAZARD.

EXTENSIONS AND VARIATIONS

- ATTACH OTHER SAFE MOBILES AND TOYS TO YOUR BABY'S CRIB, CAR SEAT, STROLLER OR HIGH CHAIR FOR YOUR BABY TO GRASP, PULL, AND PLAY WITH. TALK WITH YOUR BABY WHILE HE/SHE INTERACTS WITH THE TOY AND YOU.
- LATER, AFTER MODELING, ASK THE CHILD TO USE THE LINKS TO SORT BY COLOR.
- LATER, AFTER MODELING, ASK THE CHILD TO MAKE DIFFERENT LINK SEQUENCES.

BRAIN LINK: STIMULATES THE VISUAL AND MOTOR STRIP OF THE BRAIN. **SCHOOL LINK:** DEVELOPS EYE-HAND COORDINATION NECESSARY FOR WRITING, READING AND MATH ACTIVITIES.

FIG. 5

BABY

6-18 MONTHS AND BEYOND

SECURITY & EMOTIONAL ATTACHMENT

ACTIVITY: READING INTERACTIVE BOOKS

MATERIALS NEEDED: ACTIVITY MAT, A BOOK

GENERAL REMARKS: IT IS NEVER TOO EARLY TO START READING TO YOUR BABY. RESEARCH SHOWS THAT REGULAR READING WITH EXPRESSION FOR AT LEAST 15 MINUTES A DAY IS IMPORTANT TO LATER INTELLECTUAL DEVELOPMENT. YOUNG CHILDREN LEARN LANGUAGE THROUGH REPETITION, MIMICKING, AND ADULT MODELING.

PLASTIC, CLOTH, OR STURDY, NON-TOXIC BOARD BOOKS ARE RECOMMENDED SO THE BABY CAN TOUCH THE BOOK. BABIES AT THIS STAGE MAY EVEN PUT THE BOOK IN THEIR MOUTH. THAT IS APPROPRIATE AT THIS STAGE.

DIRECTIONS: HOLD YOUR BABY IN YOUR LAP WITH HER/HIS BACK AGAINST YOUR CHEST SO SHE/HE CAN SEE THE PICTURES AND WATCH YOU TURNING THE PAGES. CUDDLE YOUR BABY TO MAKE HER/HIM FEEL COMFORTABLE AND SECURE DURING THE ACTIVITY.

IF THE BOOK REQUIRES TACTILE INTERACTION, SIT NEXT TO YOUR BABY AT A TABLE OR HIGH CHAIR. PLACE THE BOOK AND OBJECTS ON IT. THE ACTIVITY MAT MAY BE USED TO INCREASE ATTENTION.

- NAME THE PICTURES.
- DESCRIBE THE PICTURES.
- TELL BABY WHAT IS HAPPENING IN THE BOOK.

WE CALL THIS INTERACTION 'BOOK-TALK' WITH THE BABY. IT IS ALSO A TIME TO BUILD A STRONG BOND WITH YOUR BABY.

EXTENSIONS AND VARIATIONS

- LATER DURING THE DAY, TALK ABOUT THOSE EVENTS FROM THE STORY WHEN THE BABY DOES THAT ACTIVITY DURING THE DAY.
- READ ALOUD TO YOUR BABY FROM WHATEVER YOU MIGHT HAPPEN TO BE READING.

BRAIN LINK: STIMULATES THE CENTRALLY LOCATED EMOTIONAL PARTS OF THE BRAIN THAT ARE CONNECTED TO ALMOST ALL OTHER CRITICAL REGIONS. STIMULATES COGNITIVE & MOTOR CONNECTIONS IN THE BRAIN THAT PROCESS AND STORE LANGUAGE IN THE CRITICAL FRONTAL AND LEFT TEMPORAL REGIONS.

SCHOOL LINK: PROMOTES EMOTIONAL STABILITY AND DEVELOPS SELF-ESTEEM NECESSARY FOR APPROPRIATE SCHOOL BEHAVIOR. ALSO DEVELOPS LOVE OF BOOKS, NEW VOCABULARY WORDS AND CONCEPTS NEEDED FOR SUCCESS IN READING AND COMMUNICATING.

FIG. 6

TODDLER

18 MONTHS – 3 YEARS AND BEYOND

TOUCH & SENSORY INTEGRATION

ACTIVITY: EXPERIMENTING WITH WATER

MATERIALS NEEDED: TRAY, WATER, SMALL PITCHER, 2 PLASTIC MEASURING CUPS, SMALL TOY CUP, SIPPER CUPS, FUNNEL, BASTER, SPONGE

DIRECTIONS: SELECT A LOCATION TO HAVE FUN EXPERIMENTING WITH WATER.

SAY: **"WATCH!"**

USE THE TRAY TO FOCUS ATTENTION. FILL THE PITCHER WITH WATER. FROM THE BAG OF WATER TOOLS (SMALL PITCHER WITH SPOUT, MEASURING CUPS, SMALL CUP, SPILL PROOF SIPPER CUPS, METAL CREAMER), SELECT ONE ITEM TO DEMONSTRATE HOW TO POUR. SHOW CHILD HOW THE BASTER WORKS. DEMONSTRATE USE OF FUNNEL.

THEN SAY: **"JOIN ME."** OR **"YOU TRY IT"**. THEN LET YOUR TODDLER EXPERIMENT POURING INTO DIFFERENT CONTAINERS. CELEBRATE YOUR TODDLER'S ACCOMPLISHMENTS.

AFTER ENJOYING POURING, SAY: **"WATCH"**. PLACE EACH ITEM BACK INTO THE BAG. TAKE THE SPONGE AND DEMONSTRATE HOW TO WIPE UP THE WATER IN THE TRAY. INVITE YOUR TODDLER TO TAKE A TURN WIPING UP THE SPILLED WATER. ALSO INVITE HIM/HER TO PUT ITEMS BACK INTO THE BAG.

REMEMBER TO BE POSITIVE DURING THIS ACTIVITY EVEN IF YOUR TODDLER SPILLS WATER OR MAKES A MESS.

EXTENSIONS AND VARIATIONS

- LATER, EXTEND SIMILAR ACTIVITIES IN THE BATH OR POOL OR OUTSIDE WITH A DISHPAN. **CAUTION:** ADULT SUPERVISION IS SUGGESTED FOR ALL ACTIVITIES, ESPECIALLY WATER ACTIVITIES.
- ADD VOCABULARY WORDS: BIG, LITTLE; MORE, LESS; TALL, SHORT; FULL, EMPTY ... ETC.
- HELPING IN THE KITCHEN, POURING SMALL AMOUNTS OF LIQUIDS IN TODDLER'S CUP OR BOWL.
- ADD OTHER TOYS AND OBJECTS THAT FLOAT OR SINK (E.G., TOY DUCK, EGG CARTON, SINKING OBJECTS, EMPTY CONTAINERS). EXPERIMENT AND DISCUSS USING VOCABULARY: FLOAT, SINK, HEAVY, LIGHT ... ETC.

BRAIN LINK: STIMULATES THE PART OF THE BRAIN THAT PROCESSES SPATIAL REASONING (VOLUME AND QUANTITY) IN THE SENSORY MOTOR STRIP AND THE PARIETAL LOBE. **SCHOOL LINK:** DEVELOPS DEXTERITY AND EYE-HAND COORDINATION. ALSO DEVELOPS SPATIAL REASONING CRITICAL FOR MATH AND SCIENCE.

FIG. 7

PRESCHOOL

3 1/2 – 4 1/2 YEARS AND BEYOND

VISION & VISUAL DISCRIMINATION

ACTIVITY: READING ENVIRONMENTAL PRINT

MATERIALS NEEDED: ACTIVITY MAT, CHEERIOS®-BREAKFAST SIZE BOX, PETER PIPER PIZZA® LABEL, MCDONALD'S® - BAG OR CUP OR NAPKIN, BURGER KING® - BAG OR CUP OR NAPKIN, K MART® – BAG, WINNIE-THE-POOH® LABEL, PLAY DOH®, BAND-AID® LABEL, GOLDFISH® LABEL, STOP SIGN, LAMINATED COLORED DECK OF 10 MATCHING LOGOS, LAMINATED BLACK & WHITE DECK OF 10 MATCHING LOGOS

GENERAL REMARKS: YOU MAY NOT REALIZE IT, BUT CHILDREN HAVE BEEN READING *ENVIRONMENTAL PRINT* (RECOGNIZING SIGNS, LABELS AND LOGOS OF PLACES AND PRODUCTS FOUND IN A HOME OR COMMUNITY) FOR SEVERAL YEARS. THEIR RECOGNITION OF WORDS IN THE ENVIRONMENT CAN BE AN IMPORTANT LINK TO EARLY READING SKILLS. THIS ACTIVITY ENCOURAGES READING OF ENVIRONMENTAL PRINT AS IT GRADUALLY CHANGES FROM THE ORIGINAL CONCRETE FORM TO A FORM THAT EVENTUALLY IS TYPICAL PRINT.

DIRECTIONS: LAY THE DECK OF COLORED ENVIRONMENTAL PRINT CARDS FACE UP IN A 2 CARD X 5 CARD GRID ON THE ACTIVITY MAT. ASK THE CHILD TO MATCH HIS BLACK AND WHITE DECK OF CARDS TO THE COLORED LOGO CARD. POINT TO ONE OF THE LOGO CARDS. SAY: "**CAN YOU FIND THE WORD THAT MATCHES THIS CARD IN YOUR DECK OF CARDS?**" READ THE WORDS TOGETHER. POINT OUT THE DISTINCTIVE BEGINNING OR ENDING LETTERS. PRAISE EACH MATCH.

EXTENSIONS AND VARIATIONS

- CREATE A CONCENTRATION-TYPE GAME BY MIXING THE 4 COLORED CARDS TOGETHER WITH THE MATCHING 4 BLACK AND WHITE CARDS. LAY THE 8 CARDS FACE DOWN IN A 2-CARD X 4 CARD GRID. TAKE TURNS TRYING TO MATCH AND MAKE PAIRS BY MEMORIZING THE POSITION OF THE MATCHING LOGOS. SAY: "**TURN OVER A CARD AND THEN TRY TO MATCH IT WITH THE SAME WORD BY TURNING OVER ANOTHER CARD. NOW READ THE WORD YOU TURNED UP.**" EACH MATCH IS A STEP TOWARD READING! ENCOURAGE YOUR CHILD. REMEMBER TO PRAISE.
- MATCH THE CARDS TO ITEMS THAT MAY BE ON YOUR SHELVES OR IN YOUR REFRIGERATOR.

BRAIN LINK: STIMULATES THE VISUAL PART OF THE BRAIN. ALSO STIMULATES THE PART OF THE BRAIN THAT PROCESSES AND STORES LANGUAGE IN THE FRONTAL AND LEFT TEMPORAL REGIONS. **SCHOOL LINK:** HELPS WITH PATTERN/WORD MATCHING NECESSARY FOR LATER IDENTIFICATION OF LETTERS AND WORDS. IN BEGINNING READING.

FIG. 8